

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Oct 14-18, 2013

| | DOL,Flag, Attendance | Specials | Guided Reading |
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| | <u>8:30-8:45</u> | <u>8:45-9:45</u> | <u>10:00-11:30</u> |
| M | Flag Pledge, Lunch Count, | 8:45- 9:15 -P.E. | Guided Reading & Conferencing |
| O | Attendance, Daily Oral Lang. | 9:20-9:50 - Art | Oral & Silent Rdg: Apples for Sheep and Goat; Country Show |
| N | Spelling: r-controlled vowels (ar) | | Students will review information |
| D | Challenge words in dict. Sentence | | on KWL; finish a story map; |
| A | Phonics Charts-# 17-18 titled: | | Genre study & Guided Rdg. Group |
| Y | Bat Habits; Night Creatures | | Daily 5: Read to Self, Read to |
| | Flash Card Drill of Sight Words | | Someone, Listen to Reading, Word |
| | Daily Oral Language | | Works, Work on Writing |
| | Character Education Word: | | CAFE components |
| | Respect | | |
| | <u>8:30-8:45</u> | <u>8:45-9:45</u> | <u>10:00-11:30</u> |
| T | Flag Pledge, Lunch Count, | 8:45-9:15 - Music | Guided Reading & Conferencing |
| U | Attendance, Daily Oral Lang. | 9:15-9:50 - Library | oral & Silent Rdg: Rooster's Sore Throat; Down on the Farm |
| E | Spelling:r-controlled vowels (ar) | | Story Plot, major and minor |
| S | Challenge words in dict. Sentence | | characters; settings, sequence |
| D | Phonics Chart - #17-18 Titled: | | events, predict author's message |
| A | Bat Habits; Night Creatures | | Daily 5: Read to Self, Read to |
| Y | Flash Card Drill of Sight Words | | Someone, Listen to Reading, Word |
| | Character Education word: | | Works, Work on Writing; CAFE Comp. |
| | Respect | | |
| W | <u>8:30-8:45</u> | <u>8:45-9:45</u> | <u>10:00-11:30</u> |
| E | Flag Pledge, Lunch Count, | 8:45-9:15 - P.E. | Guided Reading & Oral Rdg. |
| D | Attendance, Daily Oral Lang. | 9:20-9:50 - Art | The Golden Goose |
| N | Spelling: r-controlled vowels (ar) | | Events, predict author's message |
| E | Challenge words in dict. Sentence | | the narrative & intended audience |
| S | Phonics Chart - # 17-18 titled: | | Describe how setting is |
| D | Bat Habits; Night Creatures | | conveyed & similarities. Daily 5: Read |
| A | Flash Card Drill of Sight Words | | to Self; Read to Someone, Listen |
| Y | Character Education word: | | to Reading, Word Works, Work on |
| | Respect | | Writing; CAFE Components |
| | <u>8:30-8:45</u> | <u>8:40-9:45</u> | <u>10:00-11:30</u> |
| T | Flag Pledge, Lunch Count, | 8:45-9:15 - Music | Oral & Silent Reading: |
| H | Attendance, Daily Oral Lang. | 9:20-9:50- Library/Counseling | The Day in a Life of a Fish |
| U | Spelling: r-controlled vowels (ar) | | Write about how to compare |
| R | Challenge words in dict. Sentence | | this story to another story. Discuss |
| S | Phonics Chart # 17-18 Titled: | | the author's message of the story. |
| D | Bat Habits; Night Creatures | | Daily 5: Read to Self, Read to |
| A | Flash Card Drill of Sight Words | | Someone, Listen to Reading, Word |
| Y | Character Education word: | | Works, Work on Writing |
| | Respect | | CAFE components |
| | <u>8:30-8:45</u> | <u>8:40-9:45</u> | <u>10:00-11:30</u> |
| | Flag Pledge, Lunch Count, | 8:45-9:15 -P.E. | Oral & Silent Reading of: |
| F | Attendance, Daily Oral Lang. | 9:20-9:20 -Art | Forget It! |
| R | Spelling: r-controlled vowels (ar) | | Discuss author's message. Word |
| I | Challenge words in dict. Sentence | | wall activities; speaking in |

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| D | Phonics Chart #17-18 Titled: | | complete, coherent sentences. |
| A | Bat Habits; Night Creature | | Daily 5: Read to Self, Read to |
| Y | Flash Card Drill of Sight Words | | Someone, Listen to Reading, Word |
| | Character Education word: | | Works, Work on Writing |
| | Respect | | CAFE components |

CURRICULUM OBJECTIVES:

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| <u>Math Objective:</u> Students will learn how | make doubles with numbers and doubles plus 1, 10 ,etc. |
| <u>Shared Reading Objective:</u> | : Use appropriate listening skills, as well as identify complex and irregularly |
| <u>Spelling Objectives -</u> | r-controlled vowels (ar) |
| <u>Oral Language Objective:</u> Practice Speaking and listening skills. | |
| <u>Science Objective:</u> Students will unde | how animals live in the Woodland Forest |
| <u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each stu | |
| <u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart | |
| <u>Explicit Oral Language Objective:</u> Oral | reading and discussion using poetry books and News Books |
| <u>Weekly Reader Objective:</u> students | animals that are nocturnal |
| <u>Social Studies -</u> Students will learn ab | about how to read a map and find locations on a map. |

STATE STANDARDS:

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| <u>Reading Standards: Indicator 1-</u> | Students can recognize & analyze words; Indicator 2: Students can compreh |
| <u>Writing Standards: Indicator 1:</u> | Students can apply the writing process to compose text. |
| <u>Listening and Viewing Standards: Indicator 1:</u> | Students are able to use various listening & viewing strategies in soc |
| <u>Math Standards: Indicator 1:</u> | Use procedures to transform algebraic expressions. |
| <u>Science Standards: Indicator 1:</u> | Understand the nature and origin of scientific knowledge. |
| <u>Social Studies Standards: Indicator 1:</u> | Analyze U.S. historical eras to determine connections & cause/effect relation |
| <u>Technology Standards: Indicator 1:</u> | Students recognize & demonstrate skills in operating technological systems. |

COMMON CORE STANDARDS:

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| <u>Language Arts:</u> | Ask who, what, where, when, why, and how questions for understanding; dis |
| <u>Mathematics:</u> | Extend understanding of base ten system; understanding models of addition |
| <u>Reading</u> | Ask who, what, where, when, why, and how questions for understanding; dis |
| <u>Writing:</u> | Write Opinion pieces in which they introduce the topic or book they are writi |
| <u>Speaking and Listening:</u> | Participate in collaborative conversations with diverse partners and 2nd grac |
| <u>Language Arts:</u> | Participate in collaborative conversations with diverse partners |
| <u>Math</u> | Make sense of problems and work on tables and graphs and daily reasoning |
| <u>Technology Standards:</u> | Select from several teacher-directed internet sites to locate information. |
| <u>Social Studnies Standards:</u> | Analyze U.S. Historical eras to determine connections and cause and effect r |
| <u>Science Standards</u> | Make a timeline to indicate the life cycle of an insect. Use scientific thinking : |

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| Poetry/Ch.Ed. 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons. | <u>Recess</u> 11:35-11:50 | <u>Lunch</u> 12:05-12:35 | SSR Time/ Silent Reading <u>12:35-12:55</u> | SuccessMaker <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level. |
| <u>Poetry/Ch.Ed.</u> 11:30-11:35 Character Education activities on using Respect and being respect. Read Aloud Poems | <u>Recess</u> 11:35-11:50 | <u>Lunch</u> 12:05-12:35 | SSR Time/ Silent Reading 12:35-12:55 | SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level. |
| <u>Poetry/Ch.Ed.</u> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons | <u>Recess</u> 11:35-11:50 | <u>Lunch</u> 12:05-12:35 | SSR Time/ Silent Reading 12:35-12:55 | SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level. |
| <u>Character Ed.</u> 11:30-11:35 Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg. | <u>Recess</u> 11:35-11:50 | <u>Lunch</u> 12:05-12:35 | SSR Time/ Silent Reading 12:35-12:55 | SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level. |
| <u>Character Ed.</u> 11:00-11:15 Explicit Oral Language on various | <u>Recess</u> 11:35-11:50 | <u>Lunch</u> 12:05-12:35 | SSR Time/ Silent Reading 12:35-12:55 | SuccessMaker 12:55-1:15 Self-paced interactive courseware in |

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| current | | | | content areas of reading |
| Character Ed. | | | | and math in the computer |
| Read Aloud | | | | lab. at each students' individual |
| Poems with | | | | level. |
| Skill Building | | | | |
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| spelled words. | | | | |
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| skills of observing. | | | | |
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| <u>Math</u> <u>1:15-2:00</u> Pg.45-46 Students will be learning about addition strategies and daily reasoning. Promethean Lessons 5 students will solve problems from words Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations. | <u>Recess</u> <u>2:00-2:15</u> | <u>Creative Writiing</u> <u>2:15-2:30</u> Students will be composing various stories that are aligned to Common Core Standards. | <u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will learning about how to use word works activities. |
| <u>Math</u> <u>1:15-2:00</u> Pg.47-48. Student will be working with counting on for sum Practice Enrichment:Promethean for reteach and practice. Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math. | <u>Recess</u> <u>2:00-2:15</u> | <u>Creative Writiing</u> <u>2:15-2:30</u> Students will be composing various stories that are aligned to Common Core Standards. | <u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will work on reading to someone |
| <u>Math</u> <u>1:15-2:00</u> Pg.49-50 Students will be learning about doubles & +one reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems | <u>Recess</u> <u>2:00-2:15</u> | <u>Creative Writiing</u> <u>2:15-2:30</u> Students will be <u>composing</u> various stories that are aligned to Common Core Standards. | <u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be work on Story Sparkers. |
| <u>Math</u> <u>1:15-2:00</u> Pg. 51-52 Students will be working with making a ten problem solving & daily reasoning Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills | <u>Recess</u> <u>2:00-2:15</u> | <u>Creative Writiing</u> <u>2:15-2:30</u> Students will be composing various stories that are aligned to Common Core Standards. | <u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be work on Comprehension and Fluency. |
| <u>Math</u> <u>1:15-2:00</u> Pg. 53-54. Students will be learnin about adding three numbers Pract. & Enrich. 7.5 Promethean | <u>Recess</u> <u>2:00-2:15</u> | <u>Creative Writiing</u> <u>2:15-2:30</u> Students will be composing | <u>RTI</u> <u>2:30-3:00</u> (Response to Intervention) Students will be |

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Science/S.Studies

Weekly Reader/JA

3:00-3:25

Science-pg.A42-A50

Students will be

learning about how
life in a Woodland
Forest.

Weekly Reader-

We will be learning about
why bones are important.

[Dismiss - 3:30](#)

Social Studies - Pg 66-69

3:00-3:25

Students will learn
about the functions
of a government.
Students will create
a word web about
government ideas.

[Dismiss - 3:30](#)

Weekly Reader- 3:00-3:25

Students will learn about
what animals are
awake after dark.
Use Promethean Board
for learning about
animal habitats and
interactive flip charts.

[Dismiss - 3:30](#)

Weekly Reader - 3:00-3:25

Students will make
posters in small groups
depicting all kinds
of life cycles.

We will find various
life cycles on the
Promethean Board

[Dismiss - 3:30](#)

Weekly Reader-3:00-3:25

Students will be learning
about the life cycle of
plants and various
animals. Students will work

in groups to work together. The students will then share their findings to the class.

Dismiss - 3:30